



High-Demand Enrollments

A Short History

What Are High-Demand Enrollments?

- ◆ As used in Washington State, ‘High-Demand Enrollments’ typically have three components
 - Enrollments awarded through a competitive pool/RFP process. Not initially allocated directly to an institution
 - A higher subsidy rate reflecting the higher cost of instruction in fields like engineering, nursing, etc.
 - Targeted at fields with high degree of employer AND student demand

What Problem Are They Trying to Solve?

- ◆ Chronic nursing shortage
- ◆ Percentage of students in math, science, engineering dropped over the past ten years
- ◆ State cannot generally direct enrollments to particular programs
 - State can't prioritize certain fields/programs when demand for them is high
- ◆ Who decides what qualifies? A panel of representatives from the institutions, Governor's Policy office, OFM, HECB review and score the BA RFP responses. SBCTC manages a similar pool for the 2-year system
- ◆ High-Demand means both employer/workforce demand for particular skills AND high levels of student demand

Origin: 1999-2001 Biennium

- ◆ High-demand enrollments first appear in Gov. Locke's proposed 1999-01 biennial budget
- ◆ 2020 commission tasked with setting 'priorities' on higher education funding
- ◆ 1999-01 budget included \$4.75 million for high-demand enrollment contracts at the baccalaureate level and \$1.1 million for the CTCs
- ◆ Performance was measured by enrollment in certain fields/courses. Enrollment had to increase by the specified number of FTEs, or the institution had to refund the state



2001-2003 Biennium

- ◆ The 2001-03 biennial budget did not renew the high-demand program
- ◆ Funding from 1999-01 was removed from HECB budget, and transferred to those institutions that successfully bid for FTEs
- ◆ The program is not in statute or ‘carry-forward’ – its existence depends on the legislature/Governor

2003-2005 Biennium

- ◆ Program resumed; funded at \$8.3 million, serving 500 FTE
- ◆ Expanded in 2004 supplemental budget to \$11.8 million, serving an additional 324 FTE
- ◆ The recovering economic/revenue situation helped
- ◆ Programs funded included:
 - ◆ Nursing
 - ◆ Construction Management
 - ◆ BS in Bioengineering
 - ◆ Doctor of Pharmacy
 - ◆ Teaching – ESL/Special Ed
- ◆ WSU received the largest share

2005-07 Biennium

- ◆ Legislative support for the program waned, and the 2005-07 biennial budget again did not fund high-demand enrollments
 - Many were skeptical that the program could really address demand – lag time, small scale, constant change in employer demand
 - Others, including the institutions themselves, found the process problematic. They would often be awarded high-demand FTEs too close to the start of the school year to hire new faculty, purchase equipment, etc.

2006 Supplemental

- ◆ The recently-passed 2006 Legislative Supplemental budget includes about \$3.7 million in math and science enrollments given directly to UW and WSU
- ◆ The HECB received \$900,000 to run a smaller RFP process for the regional universities
- ◆ SBCTC received \$1.5 million

Lessons Learned

- ◆ How can we maximize the effectiveness of this ‘tool?’
 - Pool of money available each biennia
 - Does this bind a future legislature?
 - Make awards earlier in the year
 - Measure success/failure
 - Survey of employers on the percentage of workers from in-state colleges?

Final Thoughts

- ◆ The program has been started and stopped frequently. Does this hurt the state's ability to respond to workforce needs in any appreciable way?
- ◆ Does the state benefit from this 'a la carte' approach to enrollment allocations, or should the institutions retain the flexibility to prioritize programs?
- ◆ Should the program focus on graduates instead of enrollments?
- ◆ Independent Colleges have long wanted to take part in this program. Should we contract with private schools for high-demand degrees? How would that look?